

Running Head: Webquest

TBTE407 – Webquest Documentation for “Symbols Library” Lesson Plan  
Dr. Bishop

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## Hello and Welcome to the Webquest "Design a Condo - Symbols Library"

This is a Webquest designed for the 12th grade Drafting and Design student.

To **navigate** the Website double-click on the menu items to the left.

- The **introduction** section tells you all about the project.
- The **task** section lets you know what is expected of you
- The **process** section show the way to perform the tasks.
- The **evaluation** section provides the rubric for scoring.
- The **conclusion** section tells you what you learned.
- The **teacher page** section presents a teachers view of the project.
- The **credits** section presents a supply of resources used for this project.

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### Introduction to the Webquest

*"Symbols Library"*

In a real-life construction project, drafters will create their own symbols library from company standard libraries or from other reliable sources. Students in this class will also create their own symbols library. (Not complete)

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### The Task

The lesson *"Symbols Library"*

This is a two-part lesson.

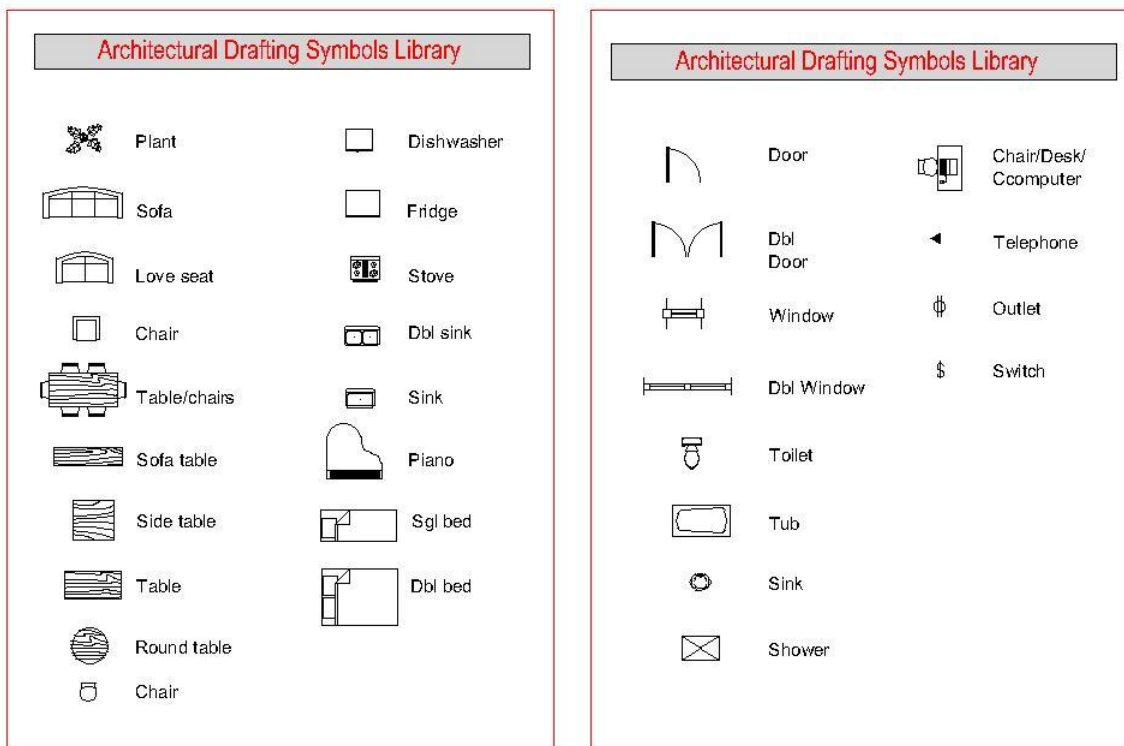
In the first part of the lesson (2a), students work in teams to complete a Webquest searching for architectural symbols used in residential floor plans. The students surf the Internet hunting for given objects provided in the handout- *Architectural Drafting Symbols*.

In the second part of the lesson (2b) the students use the symbols found in the team's Webquest to complete a chart (symbols library) in AutoCAD formatted exactly like the handout, drawings of the symbols with descriptions.

Because of the amount of information the students must include in the chart, the lesson will continue to be a group collaborative project. Students will email and/or dropbox the AutoCAD file of the symbols library for an informal grade based on percentage of completion and accuracy.

## The Process

All students receive the symbols library handouts.



Students are grouped together in teams that will be beneficial to each student's strengths and weaknesses.

Teams receive handouts that list reliable Websites to find information for the senior project.

(Websites - Not complete)

**Architectural Styles**

<http://www.uwec.edu/Academic/Geography/Ivogeler/w367/styles/index.htm>

This website can help you identify modern house styles.

**Built in America** from *Historic American Buildings Survey & Historic American Engineering Record, Library of Congress*

<http://lcweb2.loc.gov/ammem/hhhtml/hhhhome.html>

The projects at this site document achievements in architecture, engineering, and design in the U.S. and its territories through a comprehensive range of building types and engineering technologies including examples as diverse as windmills, one-room schoolhouses, the Golden Gate Bridge, and buildings designed by Frank Lloyd Wright.

**Carmine's Introduction to Architecture**

<http://www.sanford-artedventures.com/play/arch1/index.html>

The website uses photos and brief text to show the connection between art and architecture. It also links to some good beginning architecture activities.

**Great Buildings Collection**

<http://www.greatbuildings.com/gbc/buildings.html>

An excellent international and historical directory for built architecture. Over 750 buildings and their architects are available, complete with brief biographical information, sometimes the designers words, descriptions of the buildings, and a short resource list. Each building has construction date, location, building type, and other fields, all searchable.

**Digital Archive of American Architecture**

[http://www.bc.edu/bc\\_org/avp/cas/fnart/fa267/](http://www.bc.edu/bc_org/avp/cas/fnart/fa267/)

An overview of the history of American architecture with many images, beginning with the earliest colonial structures of the 17th century including houses, churches, and industrial buildings.

Teams search the Internet for about 20 minutes looking at Websites about architectural drafting symbols. Students circle on the handout any symbols they find.

Each student names his/her symbol and saves the work in a team folder on the computer. The teacher checks the student's work to make sure each student is progressing. The teacher assigns a grade for the team for the day's lesson.

Students can continue researching the Web with optional Websites to explore.

This lesson will continue for another class period to give students time to finish the symbols library.

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Team work rubric

Team # \_\_\_\_\_

Team work	Excellent 10 - 9	Very Good 8 - 7	Average 6 - 5	Poor 4 - 3	Score
<b>Team members cooperated with each other</b>	Team members worked exceptionally well together	Team members worked well together	Team members worked reasonable well together	Team members worked poorly together.	
<b>Team members supported the team's success</b>	Team members were very respectful of one another and provided extra help for each member to succeed.	Team members were respectful of one another and helped each member to succeed.	Team members were respectful of one another, but did not help each member to succeed.	Team members were not respectful of one another and did not help each member to succeed.	
<b>Team members were fair with each other.</b>	Students were exceptional at dividing work appropriately and fairly between group members.	Students divided work appropriately and fairly between group members.	Students tried to divide work appropriately and fairly between group members.	Students did not divide work appropriately and fairly between group members.	
<b>TOTAL SCORE FOR TEAM</b>					

Websearch Rubric

Web search	Excellent 10 - 9	Very Good 8 - 7	Average 6 - 5	Poor 4 - 3	Score
<b>Data Gathering Skills</b>	Students exhibited excellent data gathering skills.			Students exhibited excellent data gathering skills.	
<b>Drafting Skills</b>	Students exhibited accuracy				
<b>Drafting Skills</b>					
<b>Students followed process</b>					
<b>Students followed rules</b>					

## The Conclusion

After completing this lesson you should:

Developed research skills.

Learned to create a symbols library.

Learned about drafting symbols

(Not complete)

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## The Teacher Page

*Lesson Title:* Webquest for Senior Project

*Unit Title:* Senior Project - Design a Condo

*Target Audience:* Twelfth grade high school students

*Overall Goal of the Unit:* The overall goal of this unit plan is to analyze and determine the instructional needs of the twelfth grade student and to supply the necessary instruction to assist him/her in the application of construction principles to successfully design and develop a residential floor plan using the AutoCAD program.

*Rationale:* The senior project is given to twelfth grade students in the drafting and design program in order to satisfy state standard requirements for the Information Technology program. The Condo Design project is intended to give the twelfth grade student the experience to solve construction problems through the application of field-specific tools, materials, processes, and systems. Students develop the ability to select and correctly use the field-specific elements to answer questions, understand explanations, and solve problems encountered in real life situations.

*Description of the Senior Project:* The senior project is a challenging design and drafting problem providing occasion for creative stimulation, thoughtful reflection, guided practice, and purposeful judgment. The project was also planned to be relevant to the high school student's interest.

*Scope of the Senior Project:* The scope of the senior project spans the design phase through the development of the solution. The content of the unit is determined by the requirements of the design process normally followed in a real-life construction project. Essential knowledge that the student needs to understand before starting the project is incorporated into the beginning lessons. The content covered in the beginning lessons includes building codes and drafting symbols. The

subsequent lessons cover the explanation and resolution of specific room areas of residential space planning and design.

*Materials to be included in the Senior Project:* Non-digital materials and media included in the lessons are handouts, chalkboard, chalk, tracing paper, pencils, erasers, scale rulers, and markers. Students also use trade magazines for reference articles and pictures and textbooks. Digital media used in the lessons are Blackboard, e-mail and blogs, Internet, Webquests, spreadsheets, word processing, concept maps, AutoCAD, iMovie, Powerpoint, interactive white board, and computer- projection video along with audio.

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